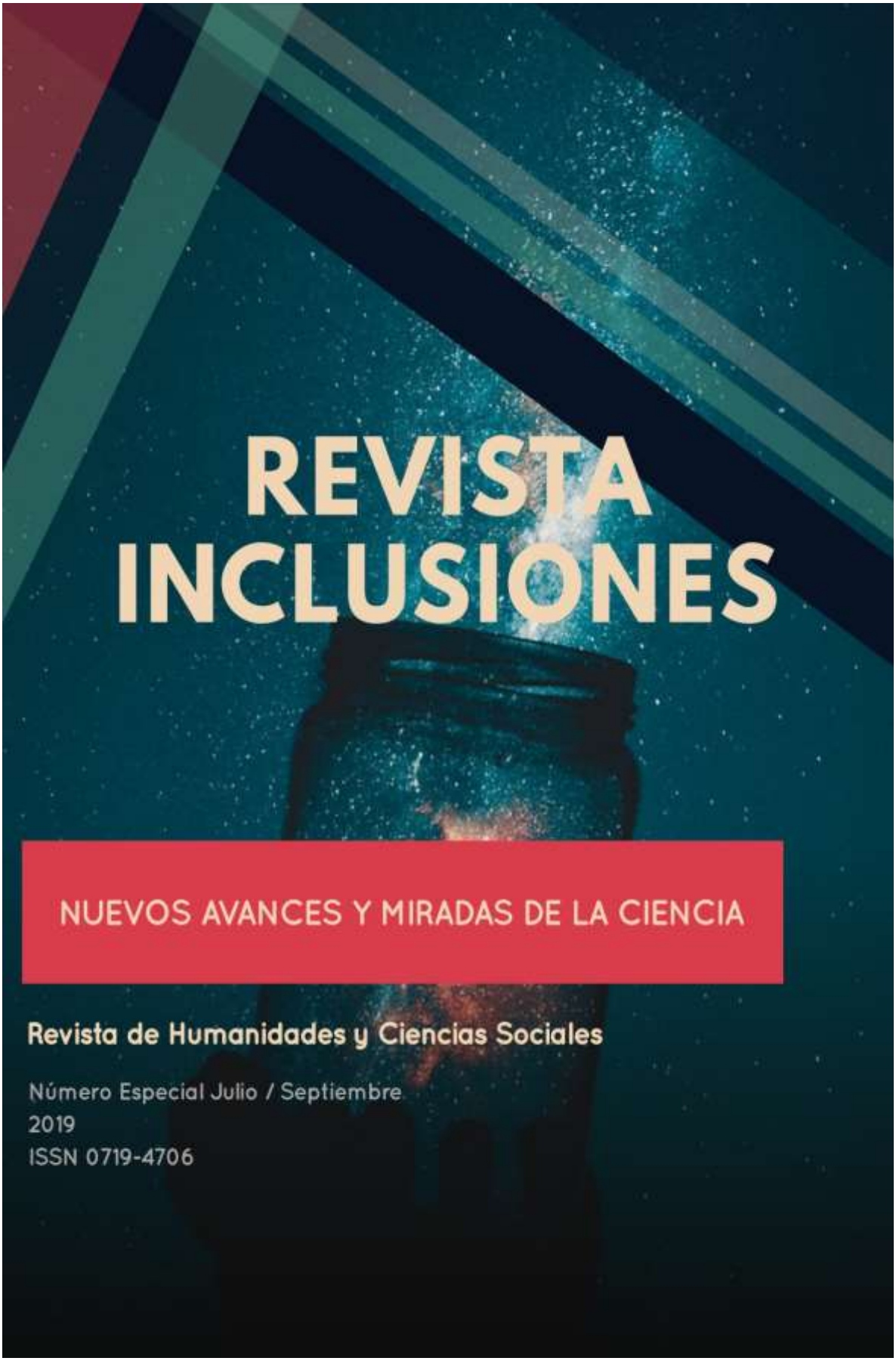

REVISTA INCLUSIONES

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DESIGNING ENTREPRENEURIAL ORGANIZATIONAL MODEL BASED ON RESISTIVE ECONOMY IN THE MINISTRY OF EDUCATION OF IRAN (CASE STUDY OF WESTERN PROVINCES OF IRAN)

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Abstract

This study aimed at designing an entrepreneurial organizational model based on the resistive economy in the ministry of education Iran. It was an applied developmental survey study using a questionnaire. In this research, factors associated with implementation were extracted from series of papers and interviews. Among them, 3 factors and 33 indicators which were more comprehensive were selected and the initial model was given to experts as a a survey with open questions. Delphi method confirmed all the factors. In the Delphi stage, the statistical population included 18 senior managers of the Ministry of Education in Lorestan province with organizational posts of the Director General, Deputy Director General, Senior Experts, Provincial Management of University of Farhangian of Lorestan Province, experts of the University of Farhangian and the two Parliament members. The validity of the model was checked using 183 managers of ministry of education and senior experts in 11 western cities. Using Kochren formula, the sample size was 370. The information analysis method was structural equation modeling in the AMOS software. The results confirmed the proposed model.

Keywords

Organizational Entrepreneurshp – Resistive Economy

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Introduction

The social, industrial, economic and cultural conditions of Iran necessitate new solutions for solving different problems and patterns. The current organizations issues are not solvable with past strategies due to dynamic changes in the environment and increasing complexity and intense competition. To ensure survival, they need to find solutions and new ways to innovate. Current organizations need to be flexible enough to be able to meet all possible conditions[1]. Providing ground for institutionalization of entrepreneurship in organizations and, in fact, implementing organizational dimensions of entrepreneurship through organizational factors help to create flexibility to respond to high and rapid changes and the ability of organizations to have an ideal situation. In fact, what many researchers are looking for is the provision of conditions for implementation of organizational entrepreneurship dimensions. Research shows that organizational factors play an important role in the implementation of organizational entrepreneurship dimensions in particular[2]. Enabling these organizations to institutionalize entrepreneurship within themselves has led to the implementation of organizational entrepreneurship dimensions[3]. Therefore, current organizations should pay particular attention to the institutionalization of entrepreneurship within the corporation and then implementation of the dimensions of entrepreneurial organization due to strengthening their competitiveness and sustainable development of Iran.

Unfortunately, the results of the research indicated that Iranian organizations, especially governmental organizations (with the exception of a limited number), have not been able to take advantage of entrepreneurship in their organizations through the entrepreneurial revolution, and the entrepreneurship indicators are low in them[4]. Therefore, a model based on organizational factors is vital for providing the conditions for institutionalization of entrepreneurship and implementation of organizational entrepreneurship dimensions. Entrepreneurship is an attractive issue among the business scholars and combined with human resource management is interesting to scientists and researchers. Many governments around the world believe that entrepreneurship is the basis of economic development, and so many have embarked on entrepreneurship development programs with a view to globalization and the transition from industrial society to the information society. Past solutions are no applicable to present issues and should be considered in new ways. Therefore, we should seek new organizational solutions with new structures. To understand new opportunities and increase productivity, there is a pressing need to recognize the relationship between HRM and the development of organizational entrepreneurship within organizations[5]. Entrepreneurship by accelerating economic activities, creating new jobs, plays a strategic role in economic development. Human resource management generally provides a strategic and comprehensive staffing function for effective and productive help in the interests of the company and for the organization goals and business prosperity in a competitive environment today.

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[1] Mahmoud Ahmadpour Dariani, Mahmoud, "Advanced Entrepreneurship". First Edition. Rah Dan Publishing. 2011.

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Entrepreneurs can not develop a business alone, so the most important tasks of entrepreneurial directors are to attract, motivate and retain creative and entrepreneurial employees. Because such forces boom the business of any organization and contribute to its development.

Research background

Theoretical background

Richard Kantilon (1730) introduced one of the first theories about entrepreneurship, and for this reason, some found him the founder of the term. In the mid-20th century, an innovative entrepreneur was founded. During this period, a distinction was made between manager and entrepreneur. In 1973, intra-organizational entrepreneurship was invented by Subauer. In 1985, Pinkat developed the term organizational entrepreneurship. In the 1990s, intra-organizational enterprunurship grew very sharply. Regarding the importance of training and promoting entrepreneurship, the Supreme Leader expressed general employment policies in 2011 to promote and strengthen the culture of work, production, entrepreneurship and promotion of entrepreneurship with the responsibility of the educational system (Ministry of education, Technical and vocational sector and higher education). Regarding the role and relationship of education, especially entrepreneurship education with entrepreneurial attitudes and self-efficacy beliefs, the role of educational systems, and in particular the higher education system, in the development of society, is becoming more and more evident. Higher education creates the skills and abilities required for entrepreneurship culture, development, and research through the transfer of applied knowledge in the field of employment, and lead students' knowledge, attitude and skills to entrepreneurship.

Empirical studies

Despite the fact that entrepreneurship has been seriously addressed in the developed countries of the world since the late 1970s, and even, in many developing countries, since the late 1980s, this issue has not been highlighted in Iran until the launch of the Third Development Plan. Even in academic circles, except for very rare cases, there was no activity in this regard. The problem of unemployment and its accelerated forecast in the 1980s led to the issue of developing entrepreneurship at the time of the third development plan. In the recent program, the development of entrepreneurship at the level of the Ministries of Science, Research and Technology, Health and Medical Education, Agriculture, Industries, Minerals and Metals, as well as the Jihad University Institute, have been introduced due to their relationship with their activities. Aqil Malekifer emphasized the inefficiency of Iran educational system for training entrepreneurship students and graduates, and pointed out that Iran educational system is practically labore searcher rather than an entrepreneur. In this way, highly trained students arefit for defined job gaps and as the Iranian educational system is not based on learning, entrepreneurs are less educated. The Global Observer on Entrepreneurship has pointed out that the American educational system is such that one out of every six people is an entrepreneur; in South Korea, one from every 12 people, in Brazil, one in four according to the changes made in its education system, at the end of 2005. The role of government has been to create an entrepreneurial culture. They argue that the government first task in creating entrepreneurship is to throw this culture; that is, the government itself should believe that generation of entrepreneurs is a generational and determinant factor of the society.

Second, the foundation for educating entrepreneurs starting from primary school and continuing until the university should be made.

In his discussion on creating an entrepreneurial culture, he first emphasizes the need to educate entrepreneurial educators and then the need to promote entrepreneurial culture by mass media such as television, press and holding targeted seminars at universities. Then, he emphasizes the need for a change in the educational system of Iran. Until the beginning of the third program of economic, social and cultural development, entrepreneurship was not attended in Iran. However, due to the large unemployment, especially among young people and graduates of universities, and a prediction of sharp rise in 2000s, entrepreneurship has been considered.

According to Section 2-a, the strategies of the higher education presented in section of the second volume of Appendix No. 2 of the bill of the Third Five-Year Development Plan emphasizes on the development of entrepreneurship and efficiency of students and graduates. Therefore, in order to develop and improve the level of entrepreneurship, especially the educational dimensions on students and graduates and providing higher student participation in the development of the country, the Entrepreneurship Development Plans in universities were prepared and submitted to them. Entrepreneurship development in the mentioned program at the level of ministries of science, research and technology, Health and Medical Education, Agriculture, Industries and Mines, as well as University of Jihad were implemented. The Science, Research and Technology Department is responsible for implementing the "Development Plan for Entrepreneurship at the Universities of Iran", which is briefly called "Karad". Since late 2000, the organization has been active in organizing entrepreneurship education in universities. The results of the study showed that the components of organizational factors have a positive effect on entrepreneurship institutionalization in food industry, and entrepreneurship institutionalization in these companies also has a positive effect on the implementation of organizational entrepreneurship dimensions.

Factors affecting innovation and entrepreneurship have been investigated at the universities of medical sciences. This study showed that the three groups of structural, behavioral and underlying factors affecting innovation and entrepreneurship are effective in medical universities and their overall status is moderate. The results showed that there was a positive and significant relationship between social capital and its three dimensions (structural, relational and cognitive) with women entrepreneurship. In examining which dimensions of social capital have the greatest impact on women entrepreneurship, It was found that among dimensions of social capital, the structural dimension had the highest impact on women entrepreneurship followed by the cognitive and relational dimensions. The results showed that social skills of entrepreneurs had a significant effect on organizational market orientation but it has no significant effect on organizational entrepreneurship. Also, the results of this study showed that market orientation had a significant effect on organizational entrepreneurship of knowledge based companies.

Conceptual Model

The original research model was designed based on factors derived from the review of research and library studies and interviews with experts who selected the factors based on comprehensiveness and frequency.

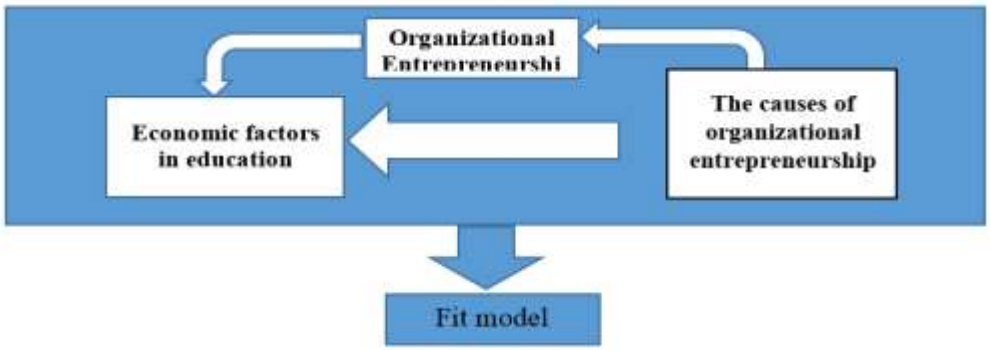

Figure 1
Primary Research Model

Methodology

This study was an applied, developmental research using a non-standard questionnaire. In this research, firstly, the factors associated with the implementation were identified from a collection of articles and expert interviews and among them 3 factors and 33 indicators that were more comprehensive were selected and the original model was presented to experts in the form of a survey with open questions. After running Delphi, all three factors and 33 indicators were confirmed. The statistical population in the Delphi phase included 18 senior managers of the Directorate General of Education in Lorestan province with organizational positions of the Director General, Deputy Director General, Senior Experts, Provincial and Provincial Directorate of Farhangian University of Lorestan Province, expert of the University and the two Parliment members of the province. The validity of the model was determined by 183 managers of education departments and senior experts from 11 provinces. Using the kochren formula, the sample size was 370 people. The analysis method was structural equation modeling in the Amos. The results indicated confirmation of the proposed model. To collect the required data, with regard to the literature and the background of the research, as well as, modeling of the valid and standard samples, a researcher-made questionnaire was constructed based on the Delphi method. The researcher has done the following to determine the validity of this research.

A) Face validity: Receiving acceptance from experts.

B) Determining Structural Validity: As expected, it was verifyied by the software, which indicates that the sample size is appropriate for performing factor analysis. In this study, Cronbach alpha method has been used. According to the alpha coefficients, the reliability has been confirmed. In this research, Cronbach alpha method, which in most studies was based on reliability measurements, is used. Due to suitability of alpha coefficients, the reliability was confirmed (Table 1).

Dimensions of the resistive economy identified in ministry of education	**Cronbach's alpha**
Expanding the contribution of education to economic, social and cultural development, and reducing inequality in income distribution.	0.895
Increasing productivity and efficiency in the production and delivery of educational services	0.902
Equal access to educational opportunities and the benefits of education	0.947

Table 1
The status of the resistive economy factors from expert's opinion

In this research, descriptive and inferential statistics were used to analyze the data. In descriptive statistics, frequency tables, percentages, mean and standard deviations, and in inferential statistics, Kolmogorov and Smirnov tests to determine the normalities of variables, exploratory and confirmatory factor analysis tests, and structural equation modeling for responding to research hypotheses were used. The SPSS and AMOSE software packages were used for computing and processing information.

Findings

The normality assumption

Since the present study uses the mean index for any of the variables, and, according to what is stated in the central limit theorem, and given that the two essential conditions of the central limit theorem and the large enough size of the sample are confirmed, it can be said that all the variables used in this study follow the normal distribution. As a result, the quality of the variables is recorded in (Table 4).

In this research, confirmatory factor analysis has been used to confirm the measurement models. All indicators were evaluated using AMOSE software and a confirmatory factor analysis based on the research model presented in (Table 5).

Research questions

In order to investigate the hypotheses, we use a single sample T-test to measure entrepreneurial factors, organizational entrepreneurship, and the components of resistive economy in the ministry of education. The (Table 2) shows the mean and standard deviation of each of the factors of organizational entrepreneurship and T-test. Considering the fact that the probability of the T-test for the factors of authority work, organizational structure, organizational communication and reward system is less than 0.05 (type-1 error) and the mean of authority work, organizational structure, organizational communication and reward system were significantly higher than 3 and these factors are in a desirable level.

Factors	M	SD	T-test	df	Probability
Support of higher management	3.112	1.393	1.595	391	0.056
Authority work	3.212	1.414	2.965	391	0.002
Organizational culture	3.054	1.401	.757	391	0.225
Organizational structure	3.156	1.405	2.193	391	0.015
Organizational communication	3.230	1.395	3.258	391	0.001
Reward system					

Table 2
Organizational Entrepreneurship Factors

The (Table 3) shows the mean and standard deviation of each of the factors influencing organizational entrepreneurship and T-test. Given that the probability of the t-test for all three structural, behavioral/content and environmental factors is less than 0.05 (1st type error), and the mean of structural, behavioral/content and environmental factors is significantly higher than 3, these factors are at an optimal level.

Factors	M	SD	t-test	df	probability
Structural	3.114	1.023	2.202	391	.014
Content/behavioral	3.180	1.101	3.241	391	<0.001
environmental	3.173	1.109	3.097	391	.001

Table 3
Underlying factors of Organizational Entrepreneurship

Main question:

Is it possible to design an effective model of organizatioanal entrepreneurship based on Resistive economics in Iran ministry of education (Case Study of Western Provinces)?

Sub-questions:

1. What are the underlying factors affecting the organizational entrepreneurship?

- Is superior management supoprt is a factor relevant to organizational entrepreneurship in the field of education?
- Is the authority work is a factror releven to organizational entrepreneurship in the field of education?
- Is Organizational culture a factror releven to organizational entrepreneurship in the field of education?
- Is the organizational structure a factror releven to organizational entrepreneurship in the field of education?
- Is organizational communication a factror releven to organizational entrepreneurship in the field of education?
- Is the bonus system a factror releven to organizational entrepreneurship in the field of education?

2. What are the organizational entrepreneurial factors?

- Is organizational structure a factror releven to organizational entrepreneurship in the field of education?
- Are behavioral factors a factror releven to organizational entrepreneurship in the field of education??
- Is the administrative environment a factror releven to organizational entrepreneurship in the field of education??

3. What are the components of resistive economy in the ministry of education?

- Is the extent of development of participation and contribution of ministry of education in the economics, society and culture development is a factor of resistive economy in ministry of education?
- Is increasing efficiency and productivity in the production and provision of educational services is a factor of resistive economy in ministry of education?
- Is equality of access to educational opportunities and use of education is a factor of resistive economy in ministry of education?

4. Are the underlying factors of organizational entrepreneurship related to organizational entrepreneurship dimensions?

5. Are organizational entrepreneurship dimensions related to resistive economy dimensions in the ministry of education?

6. Are the underlying components of organizational entrepreneurship related to resistive economy issues related to ministry of education?

7. What is an Ideal Model for Explaining Organizationl Entrepreneurship Based on Resistive Economy in Iran Ministry of Education (the Case of Western Provinces)?

In the (Table 4), the mean and standard deviation of each of the components of resistive economy and T-test have been reported. Given that the probability of the t-test for the two components of the expansion of participation and efficiency is less than 0.05 (first type error) and their means are higher than 3, these factors are in an optimal level.

Factor	**M**	**SD**	**T-test**	**df**	**Probablity**
Expanding the contribution of education to economic, social and cultural development, and reducing inequality in income distribution.	3.189	0.997	3.745	391	.000
Increase productivity and efficiency in the production and delivery of educational services	3.135	0.970	2.759	391	.006
Equal access to educational opportunities and the benefits of education	3.116	1.180	1.948	391	.052

Table 4
Components of Resistive Economy in the ministry of Education

In examining each of the models, the basic question is whether this model is suitable for measurement? In other words, does the research data match the conceptual model or not? In general, there are two types of indicators to test fit the model. 1. fit indicators. 2. unfit indicators

Unfit indicators include, RMSEA, and as it is lower, the model has a better fit, Fit indicators include NFI, AGFI, GFI, and as they are higher, the model has a better fit (Table 5).

Name	**Symbol**
Expanding the contribution of education to economic, social and cultural development, and reducing inequality in income distribution.	EM1
Increasing productivity and efficiency in the production and delivery of educational services	EM2
Equal access to educational opportunities and training opportunities	EM3
Structural	ZK1
Behavioral or content	ZK2
Environmental	ZK3
Higher Management support	A1
Authority work	A2
Organizational Culture	A3
Organizational structure	A4
Organizational communication	A5
Reward system	A6
Resistive Economy Components in Education	EM
Organizational Entrepreneurship underlying factors	ZK
Organizational Entrepreneurship Factors	A

Table 5
The symbols considered in the charts for the variables

The figure below shows the model of estimating the research factors in the standard estimation mode. Model factor loads in the standard estimation mode show the impact of each of the variables or items in explaining the variance of variables or main factors. In other words, the factor loads show the correlation coefficient of each observer variable (Questionnaire Questions) with the latent variable (factors) in (Chart 1).

According to the form, we can see the factor loads of each research question. It is obvious that the lower the error rate, the higher the coefficients and the greater the correlation between the question and the relevant factors. The value of the numerical determination coefficient is between 0 and 1, which approaches the 1 as the value of the explanation of the variance increases (Table 6).

Indicator		**RMSEA**	**GFI**	**CFI**
Value	**1.824**	**0.046**	**0.963**	**0.989**
Appropriate level	1≤ **&** ≤3	0≤ **&** ≤0/08	0/8≤ **&** ≤1	0/8≤ **&** ≤1

Table 6
Factor Analysis Indicators of the Component Under consideration

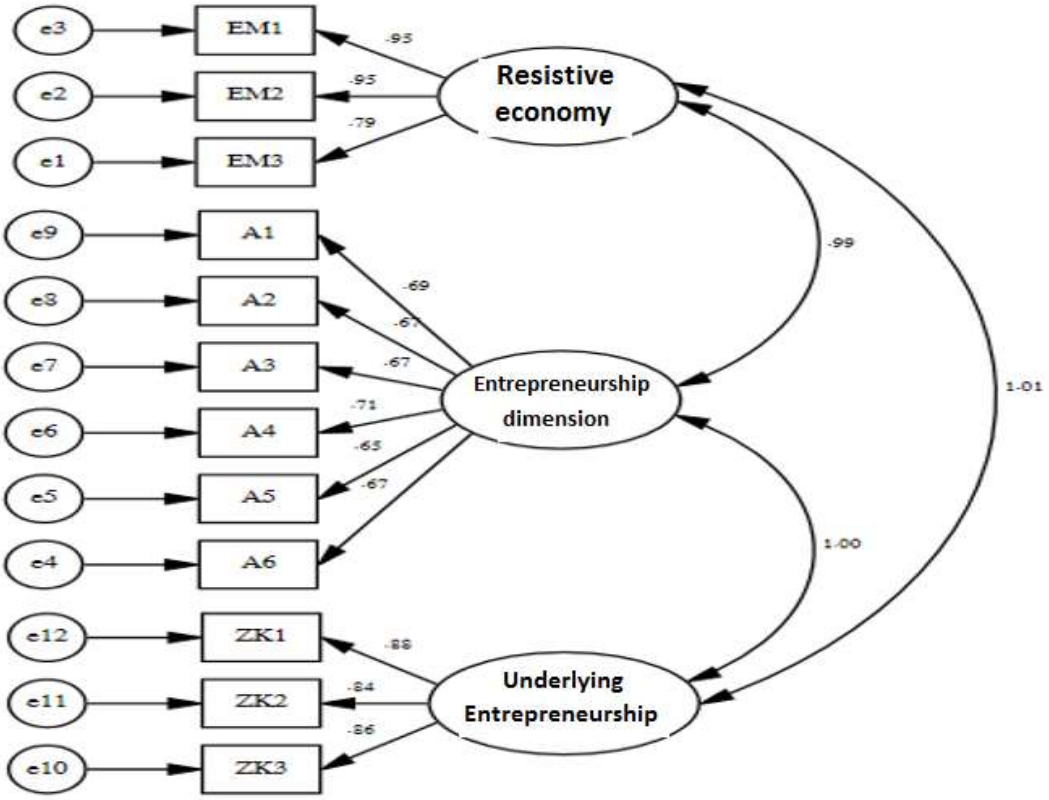

Chart 1
The Relationship between underlying entrepreneurship factors, organizational and resistive economy entrepreneurial.

The value of the standard path coefficient between underlying entrepreneurship factors and organizational entrepreneurial factors is 0.976. Considering the probability level obtained for this path, it can be seen that at the level of error of 5% of the underlying factors significantly affect the organizational factors. The value of the standard path coefficient between the underlying factors and the resistive economy is 1.333. Considering the probability of this path, it can be seen that at the error level of 5% of the underlying factors, these factors significantly affect the components of resistive economy (Table 7).

Independent variable		Dependent variable	Path coefficient	Estimation error	test T	probability	Standardized path coefficient
ZK	< 0.001	A	0.996	0.064	15.566	< 0.001	0.976
A	0.406	EM	-0.315	0.379	-0.832	0.406	-0.331
ZK	< 0.001	EM	1.296	0.393	3.295	< 0.001	1.333

Table 7
Standard Model Estimation

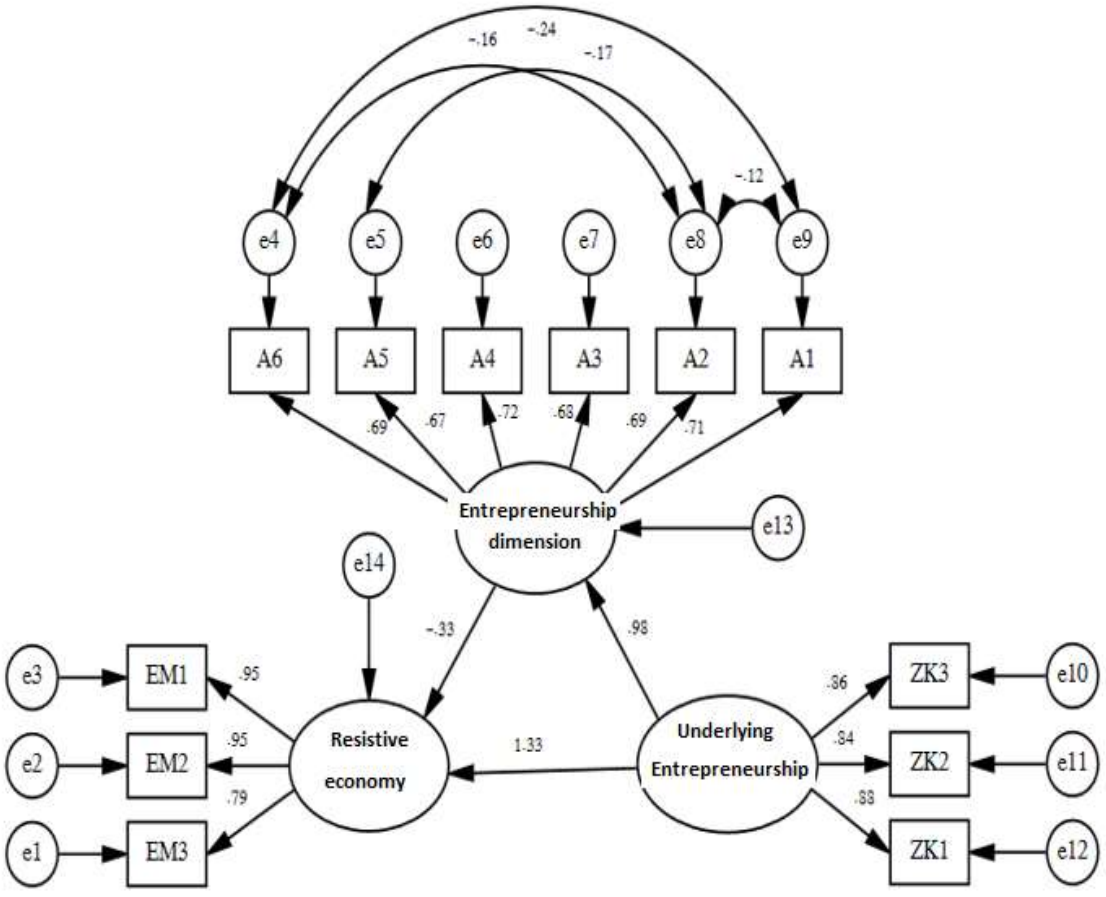

Chart 2
Standard Model Estimation

In the (Chart 2) following figure, the values of the standard coefficients of the parameters of the path analysis model are reported for this sub-hypothesis. Given that the probability of all path coefficients is less than 0.05 (except for EM3 to A3), it can be concluded that all the relationships between the variables are significant at the 5% error level. Using the standard path coefficients, we can compare the effect of independent variables on a dependent variable in (Table 8).

Independent variable	Dependent variable	Path coefficient	Error of estimation	-test T	probablity	Standard path coefficient
A1	EM1	0.174	0.018	9.57	< 0.001	0.345
A1	EM2	0.191	0.018	10.712	< 0.001	0.389
A1	EM3	0.231	0.029	7.97	< 0.001	0.337
A2	EM1	0.163	0.018	9.128	< 0.001	0.329
A2	EM2	0.119	0.018	6.778	< 0.001	0.246
A2	EM3	0.185	0.029	6.48	< 0.001	0.274
A3	EM1	0.094	0.018	5.222	< 0.001	0.188
A3	EM2	0.084	0.018	4.751	< 0.001	0.173
A3	EM3	0.055	0.029	1.902	0.057	0.081
A4	EM1	0.135	0.018	7.502	< 0.001	0.27
A4	EM2	0.128	0.018	7.228	< 0.001	0.263
A4	EM3	0.137	0.029	4.769	< 0.001	0.202
A5	EM1	0.082	0.018	4.524	< 0.001	0.163
A5	EM2	0.12	0.018	6.77	< 0.001	0.246
A5	EM3	0.065	0.029	2.25	0.024	0.095
A6	EM1	0.18	0.018	10.009	< 0.001	0.361
A6	EM2	0.162	0.018	9.2	< 0.001	0.334
A6	EM3	0.157	0.029	5.491	< 0.001	0.232

Table 8
Path Analysis: The Relationship between Underlying Entrepreneurship Components and Organizational Entrepreneurship Dimensions

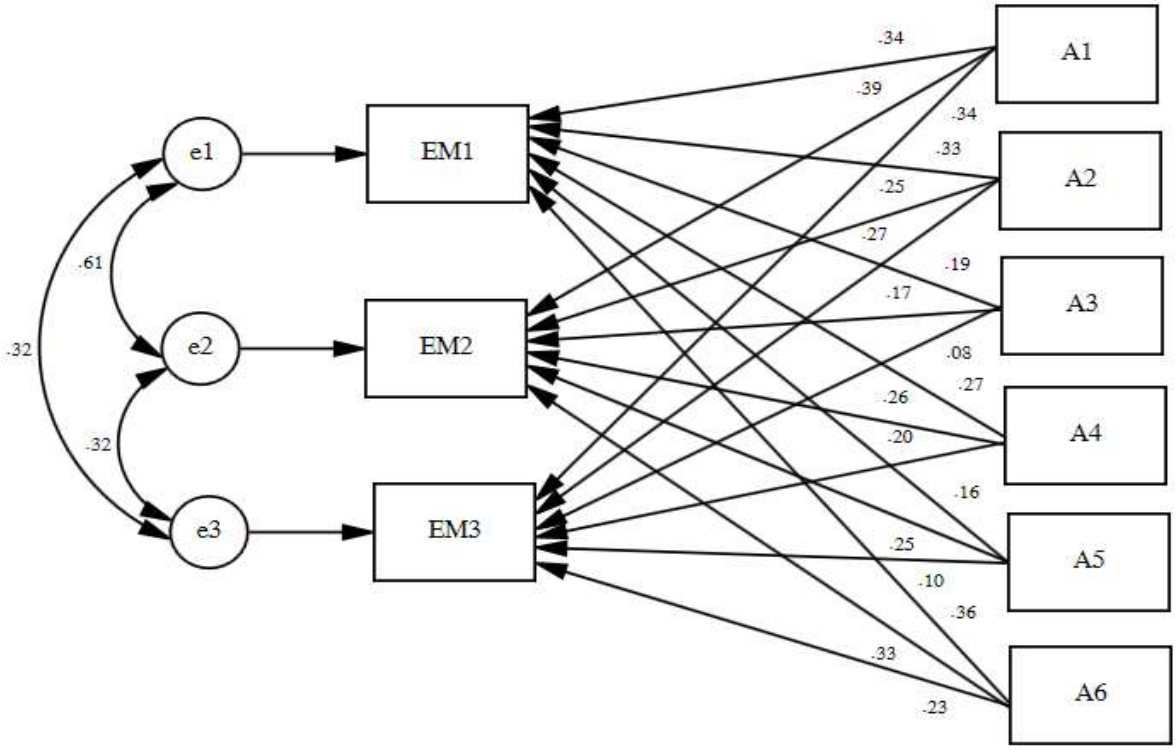

Chart 3
The Relationship between Underlying Entrepreneurship Dimensions and Organizational Entrepreneurship Dimensions

(Chart 3) Path Analysis: The Relationship between Underlying Entrepreneurship Components and Organizational Entrepreneurship Dimensions In the following figure, the values of the standard coefficients of the parameters of the path analysis model are reported for this sub-hypothesis. (Chart 4) Given that the probability of all path coefficients is less than 0.05, it can be concluded that these relationships are significant between the variables at the 5% error level. Using the standard path coefficients, we can compare the effect of independent variables on a dependent variable in (Table 9).

Independent variable	**Dependent variable**	**Path coefficient**	**Estimation error**	**-test T**	**Probability level**	**Standard path coefficient**
ZK1	EM1	0.347	0.021	16.666	< 0.001	0.499
ZK2	EM2	0.228	0.019	11.959	< 0.001	0.359
ZK3	EM3	0.267	0.035	7.597	< 0.001	0.308
ZK1	EM2	0.377	0.021	18.379	< 0.001	0.551
ZK1	EM3	0.381	0.038	10.014	< 0.001	0.406
ZK2	EM1	0.271	0.019	13.984	< 0.001	0.418
ZK2	EM3	0.269	0.035	7.61	< 0.001	0.309
ZK3	EM1	0.306	0.019	15.915	< 0.001	0.476
ZK3	EM2	0.293	0.019	15.503	< 0.001	0.465

Table 9
Path Analysis: The Relationship between Underlying Entrepreneurship Dimensions and Organizational Entrepreneurship Dimensions

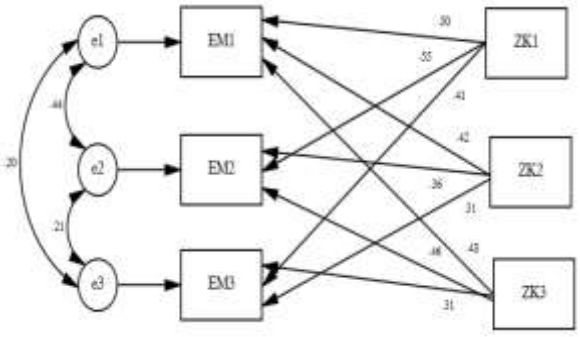

Chart 4
Path Analysis: The Relationship between Underlying Entrepreneurship Dimensions and Organizational Entrepreneurship Dimensions

Conclusions and suggestions

The research findings showed that the initial model of research was fully accepted in the research population. According to the research questions and based on the suggestion of the experts, the factor of organizational culture was examined due to overlap with the entrepreneurship factors and underlying entrepreneurial factors and It can be argued that the results of the research confirmed the results of most previous studies. According to the results of this research, it is recommended that changing managerial attitude to the administrative system, reforming the structure based on new strategies, decentralizing and reforming systems and working methods to improve the status of innovation and entrepreneurship should be prioritized in the Ministry of Education. In the end, in general, some suggestions are presented:

- Developing a knowledge-based program of resistive economy as a priority in education
- Public culture development regarding the participation and contribution of education department in the development of economics, social and cultural capitals and discounting inequalities in the distribution of income to implement the Statements of the Supreme Leader
- Creating and strengthening a resistive economy culture among planners, policy-makers and top managers in education and training.
- Promoting public culture and attracting people participation in implementation of the general policies of the Islamic Republic of Iran regarding the stability of the economy.
-Compilation and implementation of comprehensive program of implementation of resistive economy in education
- Equal access to educational opportunities and training
- Strategic evaluation of national policies, plans and initiatives affecting entrepreneurship in order to improve the implementation of resistive economy
-Employing Entrepreneurial Expert Forces and the improvement of existing Human Resources
- Development and implementation of the development plan (administrative change) of all education departments
- Planning of specialized training in resistive economy in different ministries related to education (modular education)

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